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ABSTRACT

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. This issue contains a report of the National Council of Teachers of English convention, news of the Caribou Bilingual Project, a discussion of choral speaking as part of the language arts program, a list of some differences between Acadian and Canadian French, and many photographs of activities at Project Brave. The text of the bulletin is in English. (SK)

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PROJECT BRAVE

BULLETIN

Lea Cote, kindg., Van Buren

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St. John Valley, Maine

Vol. III, No. 5

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ST. JOHN VALLEY BILINGUAL EDUCATION

TITLE VII STAFF

Omer Picard, Director
Gil Hebert, Evaluator
Normand Dube, French Consultant
Sr. Sharon Leavitt, Curriculum Coordinator and Brave Bulletin Editor

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MAINE STATE MUSEUM REPRESENTATIVE

Mr. Ed Churchill of the Maine State Museum, Augusta, held a seminar on the methods of collecting and organizing facts of local history.

A listing of possible sources of information for the study of Maine was distributed to participants. Among these are local records, directories, cookbooks, etc., bibliographies and guides, general histories and local government and religious institutions.

Following his presentation, the group divided into three to discuss topics of interest to them. Topics were "The Economy of Van Buren in 1900," "The Economy of Van Buren in 1831," and "The Economy of Madawaska in the years 1900 & 1925."

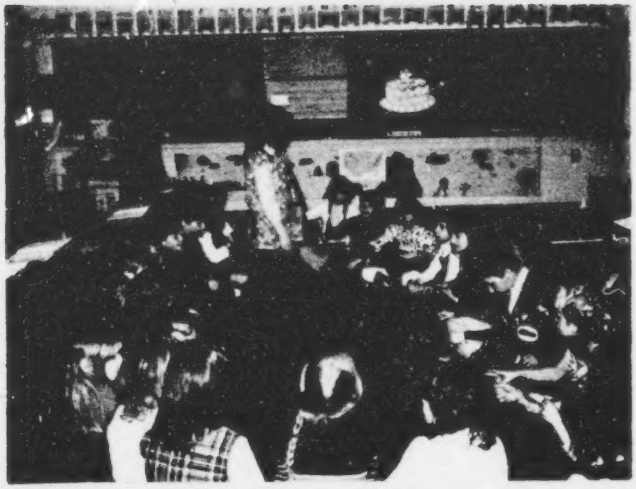
Items outlined by the small groups were then shared with the entire group.

Mr. Churchill expressed the hope that local research would continue by interested natives who are, oftentimes, among the most qualified to do this work.

Mr. Churchill also offered his assistance to anyone needing reference materials from the Maine State Museum.

Anybody interested in assistance should simply contact him at this address:

Mr. Ed Churchill
Maine State Museum
State House
Augusta, Maine 04330



Young children like to act out birthdays. Here's a circle game: Have children sit on the floor in a circle to represent a cake, the birthday child standing in the center.

Today is _____'s birthday. Let's bake (him or her) a cake. Mix and stir, stir and mix (hold pretend spoon and stir)
Then into the oven to bake.
Here's our cake so nice and round,
We frost it (pink and white or blue and white)
We put _____ candles on the top
Which _____ now will light.

The birthday child chooses as many children as there are candles to stand in the center of the circle. He pretends to light each "candle." Then the whole group sings "Happy Birthday;" the birthday child makes a wish and pretends to blow out the candles. Candles fall to the floor and everyone claps hands.

This idea was submitted by Mrs. Rachel Daigle. Pictured are her students of grade 2, St. Thomas School, Madawaska. Sharon Lynch is the "birthday girl."

CHORAL SPEAKING

Choral speaking is a vital past of the Language Arts program. Having the children create their own verses is stimulating and exciting. To begin with, a theme has to be chosen. In our case, we decided on "Beautiful Words" as our topic of discussion. The children absolutely enjoyed throwing words around. Not only was it fun, but there was noticeable vocabulary growth as a result. After having put together a fairly large list of "beautiful words" each child illustrated one as a part of the art class. Each one was free to use an art media of his own choosing. Words were put up on the bulletin board upon completion. Following this art activity, we discussed what special message each word held for us. The end result was an experience chart on the meaningful and practical thought expressed.

This form of activity generates free skills-verbalization, bodily movement, listening skills and retention. Each child is recognized and accepted as an individual capable of contributing to the group. A positive self-image is fostered, especially for the non-reader. Children also take an active part in the activity and can read — if only through memorizing the verses. These words also become a listening activity as each child speaks his word in turn.

The idea for this activity is but one of many gleaned at the National Council of Teachers of English Convention held in Minneapolis, Minnesota.

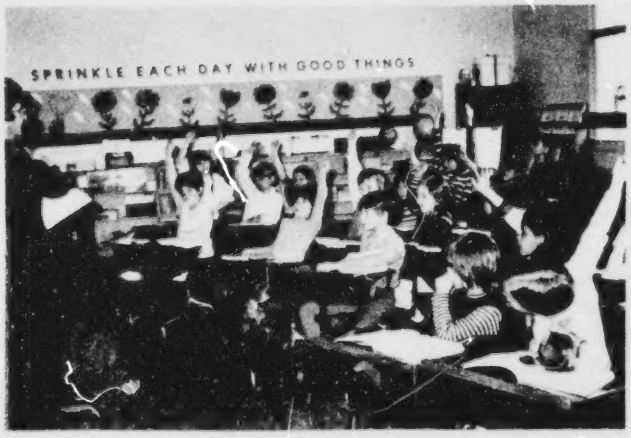
Mrs. Theresa (Ayotte) Chasse

ST. THOMAS SCHOOL,

MADAWASKA

Sr. Yvette Raymond's first grade students learn the story of Les Acadiens from experience charts.

These students have written their own story of Les Acadiens, they have illustrated and colored their booklet also.



Language experience is carried on in large group in Mrs. Aline Bouchard's 2nd grade classroom. Other areas of learning are in small group.

Some students do a folk dance while others sing a French song to contribute to this active, happy classroom scene.

IS YOUR FRENCH CANADIAN OR ACADIAN?

If a snowbank is to you "un banc d'neige' then your Canadian background shows, for to an Acadian, that would be a "roulis." If the northern lights are "marionettes," then again you must be Canadian, for to an Acadian these would be called "lances." We in the Valley call lightning "eclairs" once more showing Canadian background, for to an Acadian lightning is called "eloezes."

Strike one, strike two, strike three — sorry about that! For years, especially since the Acadian Bicentennial of 1955, we "Valley French" have had the conception of ourselves as being more Acadian than Canadian. Perhaps it was our American schools which gave us Longfellow that led us to this wishful thinking. But in any case, we in the Valley have found it easier to romanticize our Acadianism than our Canadianism. True, the neo-romantics of Quebec lauded the "ancien regime" as the ideal to return to, yet in the midst of our American environment, we felt it beyond reality to go back to the "seigneurie." The Saga of Evangeline proved a more tempting morcel — and the Valley bit the fruit.

Genealogically, I could determine that my maternal ancester, Charles Violet, was killed in the Battle of Louisbourg in 1758. What further proof did I need of my Acadian heritage? But, so too could I link myself with Jean Dube of Riviere Oulle, Canada, who in 1776 was censured and blacklisted by the British for "aiding and abetting the rebels." And this, in sum, is the Valley ethnic: Neither pure Acadian, nor pure Canadian, unless of course, you are a recent "emigre" of Moncton or Quebec.

The examples of speech cited above tend to agree with my genealogical findings. But for those romantics who savor the idea of our pure Acadian heritage, let me cite some Acadianisms still current among us today.

"Garocher (des roches)," is our version of "tirer des cailloux," the first being Acadian for "throwing rocks," the second being a more Canadian version. A hemlock is to us and the Acadians an "haricot." In Quebec, said tree would be "de la pruche." Our houses are covered with the Acadian "couverture" and not the "toiture" of Quebec. We prefer the Acadian onion, "ognion" to the neighboring "oignion." And, if one goes crazy here, he doesn't loose his head, but merely flips! Quebec - "Perdu la tete," Acadia - "chaviree."

So now, four runs batted in — or rather a grand slam! And linguistically, I am Acadian after all!

But if you call a rainbow an "arc-en-ciel" your Quebecois shows — for to an Acadian it is called "l'etendard de Dieu." And again "eclair de chaleurs" is Quebecois, not Acadian, for the Acadian that would be "feu chalain." And finally, if you pronounce the French word for "me," "moe" rather than "moi" you are very un-Acadian!

But let me vacillate once more, by tipping the scales to Acadia — which only goes to show how easily the Acadia-Quebec scales are tipped here in the Valley. Here then are precious Acadianisms: "traine" for "traineau:" "fermier" for "cultivateur:" "cocombres" for "concombres" and "faire le train" for "prendre soin des bestiaux" (animaux, in Acadia) - all, of course, are favorite Valley sayings.

Our speech then, rich in its idiosyncrasies, only reasserts what we know genealogically. Nine Cyr brothers, the sons of Jean Baptiste Cyr and Marguerite Cormier of Beaubassin, Acadia, emigrated to the St. John Valley. Three of them married Ayotte sisters of Kamouraska, P.Q., and a fifth married a Gueret, once a noble line of France. But, having been marred by illicit relations in Quebec, the family became commoners in that land. One Cyr brother married into the Violette family but they begat nine girls, no sons. So, where does that leave us genealogically? Nine Acadians all right, but in generation only a third remaining of the stock first brought by Issac de Razilly in 1632. Yet one of them, Joseph Cyr, married "Tante Blanche," daughter of a Thibodeau, who had married the niece of "Rene Leblanc," the notary of Longfellow fame — which brings us all back to Massachusetts and the U.S.A., doesn't it?

Guy F. Dubay

DR. LEVESQUE SCHOOL (BAILEY), FRENCHVILLE

Les elèves examinent un dictionnaire fait par l'un d'entre eux.

Ici ils apprennent même les noms d'oiseaux en français.

Une élève de Blue Hill, Maine, intéressée dans l'enseignement français travaille trois semaines dans la valée St-Jean.

Quelle joie d'ecouter les histoires en groupe!

La fête de St-Patrice a aussi sa place dans la culture franco-americaine.

MONTFORT SCHOOL, ST. AGATHA

Pictured are the "budding artists" of grades 1, 2 and 3 of Montfort School, St. Agatha. These students won art awards recently.

Voices ring out as these second grade Montfort students join together to sing the many French songs they enjoy.

DR. LEVESQUE SCHOOL, FRENCHVILLE

Physical ed. teacher, Mrs. Soucy, guides a first grader as she learns how to perform on the balance beam.

Physical education plays an important role in the lives of these 1st graders as they assemble in the gym for class.

REPORT OF NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONVENTION

by Sr. Sharon Leavitt

The N.C.T.E. Convention was held in Minneapolis, Minnesota, during Thanksgiving week, November, 1972. It was encouraging to see so many English language teachers show such sincere interest in teaching language minority groups of varied dialects. Several major topics of particular interest to teachers of bilinguals were in the program.

Among varied authorities delivering addresses were Richard Rystrom, whose scientific research stated quite conclusively that "dialect is not related to reading failure." "Any dialect," he stated, "is effective to learning to read. The most important variable in this process is the teacher variable. Teachers must know the dialect of their students to evaluate them objectively." "No dialect," he concluded, "is deficient."

Other noted speakers on dialect were Yetta Goodman who stated that non-standard dialect does not affect reading. "All dialects," Mrs. Goodman claimed, "have greater similarities than differences. Reading is a receptive process, yet is seldom taught as if it is. Reading teachers should be aware of a reader's translating into his dialect when reading." Eg. omitting past tense "ed." Or, not pronouncing an "ing." "Teachers must also stress the receptive (or listening) ability of children. Productivity must not be overstressed to the detriment of the listening skills."

Albert Marckwardt was another guest speaker of the convention. He claimed that "only children who are exposed to a dialect in pre-adolescence can truly succeed in speaking it." "When teaching reading, you do not teach language," Marckwardt claimed, "for all children read what is very different from what they speak." He prescribed that we begin with the commonalities when teaching a new dialect. Eg. the consonants of both French and English.

Paul Kohlers spoke on teaching reading to speakers of a second language as differentiated from the teaching of reading to speakers of a second dialect. Kohlers claimed that "children cannot learn to read what they cannot speak and produce themselves." He recounted instances of hearing Chicanos who were good "tape recorders" with no comprehension. Children go from language to reading, whereas adults go from oral to print. Kohlers also indicated that we educators have overlooked the "listening" aspect of reading success. In conclusion, he stated that one cannot learn to read by reading, for it is a difficult process and reading must be taught. Nor must educators expect dramatic presentation from oral reading of children.

Another session dealt with a panel whose topic was "Individualizing Instruction for the Reluctant Learner." The major points were:

a) All youth needs guidance; reluctant learners often need more structure.
b) Do not confuse individualization with teacher participation.
c) Go as slowly as you need in individualization and adjust surely and comfortably.
d) Nothing can be derived from nothing. So, learning for students who are reluctant to learn individually might result in "unguided missile."

In summary, the best working, learning atmosphere involves teacher guidance of students always, some small group and some large group instruction.

A tour of the St. Paul Open School was available to interested teachers. This tour was interesting, but not extremely impressive, for the students were not present because it was visited on Saturday.

In summary, the Conference, topics, speakers, and materials displayed all contributed to making this National English Teachers Convention a most informative and worthwhile venture for the three of us who attended.

N.B. Cassette tape recordings of five major speeches are in the office as well as some copies of addresses.

Creative Arts can be fun! These 2nd graders of Keegan School made the hats they are proudly wearing.

Old socks, yarn and buttons make great puppets, the students with their teacher, Mrs. Antoinnette Dechaine, agree.

"Les Acadiens," Kindergarten style formed a one-hour production in Sr. Corinne Sirois' class in St. John School, Van Buren

Happiness is having a teacher who can play the guitar and carry on song fests.

Reading and writing can be fun, especially when individualized.

This papier mache project was organized by one of these 1st graders who saw how to proceed on the TV program, "Zoom."

A Van Buren Girl Scout troop spent a day with the Kindergarten class of Sr. Dorothy Violette as a follow-up activity to earning their merit badge on young children and their games.

CARIBOU
BILINGUAL PROJECT
Gil Albert, Director

Lorraine Cox, Evaluator/
Curriculum Coordinator

The Caribou Bilingual Project has 100 students participating in two Kindergarten classes and two first grade classes in the Sincock and Teague Park Schools. Seven of our children speak very little English and approximately 50% of the others speak French and English. The staff is bilingual.

Our project began in August, 1972. During the year, we have received the very needed assistance from several consultants: Dr. Normand Dube, Sister Sharon Leavitt, and Mr. Omer Picard from Madawaska. Sister Yolande Plante, Dr. Robert Consalvo and Mrs. Judy Gordon from Heuristics, Inc. The staff has participated in workshops offered during weekdays, Saturdays, and during vacations with the above consultants. These workshops were on topics such as development of materials, teaching of French, individualiation of classrooms, evaluation, etc.

Heuristics, Inc., is assisting our Evaluator, Mrs. Lorraine Cox, with consultations, data processing, project visits and professional training. Our auditor is Mr. Bernard Cohen, assisted by Miss Barbara Clesson and Mr. Bernard Paradis from Fort Kent.

Our classes have used, to a great extent, materials from the St. John Valley Bilingual Project on the Acadian cultural heritage and it has been of a great assistance for our first year of operation. The project also has a cooperative program for the development of audio-visual material to facilitate linguistic acquisition, with the University of Maine at Presque Isle. This program is supervised by Mr. Guy Gallagher, chairman of the French department; Miss Andrie, native informant from France, and Dr. Rita Grahan, linguistic specialist. Five students from the University of Maine at Presque Isle participated in this program: Claudette and Dora Labonte from Caribou, Lucille Jacques from Paspebiac, Quebec, David Hachey from Madawaska, and Normand Doucette from Van Buren.

Materials are being developed from slides and recordings taken in several French locations such as: Gaspe Region, Quebec, Edmundston, St. John Valley, Caribou, etc.

Our Advisory Council for the Community Involvement consists of: four parent representatives for the bilingual classes, the chairman of the French department of U. of M. at Presque Isle, a Board of Education representative, a community representative and a psychologist from the Aroostook Mental Health Clinic. The council meets regularly each month and has been very active. The project also offers classes in conversational French through the Con-

tinuing Education Program of the University of Maine at Presque Isle. The two teachers are French teachers from the Caribou school system.

Finally, our staff will participate with the staff of the St. John Valley Bilingual Project in a summer workshop. Class visitations between our project and the St. John Valley have also occurred and we are looking forward to next year for more progress and cooperation between projects as we feel it has helped us tremendously this year.

Gilbert J. Albert,
DIRECTOR

As Evaluator and Curriculum Coordinator of the Caribou Bilingual Project, my tasks for this initial year of our program have been many and varied.

My indoctrination to Title VII began with the North American Bilingual Conference in Madawaska, the latter part of October. The enthusiasm and the zeal of the participants at this Conference made me feel that I had embarked on a work that would present many challenging and exciting experiences.

My first duty was to go for training with Heuristics, Inc. in Massachusetts, where I spent two days in intensive training. We developed an evaluation design, including the standardized testing for our classes. We began the pre-testing in November, and from that point my days have been very busy, involved with on-going evaluation of our four classes, providing teachers with feedback, helping with curriculum development and materials, attending monthly workshops and meetings, writing reports, and the many other facets relating to the project.

Most exciting of all is noting the significant progress of the individual students in the different classrooms and the cooperation and enthusiasm of the teachers who have worked so diligently to arrive at the present level of achievement. The aides have contributed in great part to this success. Their efforts need to be recognized and I want to take this opportunity to do this at this time.

I also want to take this opportunity to thank the St. John Valley Bilingual Project for giving us this opportunity to publicize our project through its Bulletin.

Lorraine Cox
EVALUATOR/CURRICULUM COORDINATOR

CARIBOU KINDERGARTEN CLASSES

Mrs. Theresa Bosse and Mrs. Joyce Akerson, aide, with their Kindergarten classes of Sincock School.

CARIBOU FIRST GRADES

Mrs. Evenette St. Pierre and Mrs. Bernadette Bouchard, aide, with their first grade students of Teague Park School, Caribou

Mrs. Gail Dufour and Mrs. Christine Theriault, aide, with their first grade students of Sincock School

A LA FENETRE

Je décris de l'hiver
Comme si c'était le printemps
A la fenêtre d'hier
Car aujourd'hui n'a pas le temps.
Je sens
La neige qui est en fleur;
Les arbres en feuilles de glaçon;
La nature, dans son ardeur,
Qui lave le plancher et le plafond.
J'entends
Dans la forêt parler le pin,
Alors que dorment l'érable et le bouleau,
Dans une voix qui n'inspire rien
Sauf le temps, le silence et le repos.
Je vois
Le champ jouer à la cachette,
Sous des nuages bourrés de flocons,
Riant dans sa blanche jaquette
Percée d'une cloture et mille joncs.
Pour moi,
Les fleurs reflètent l'hiver
Comme la neige le printemps
A la fenêtre d'hier
Où aujourd'hui n'a plus de temps.

Normand C. Dubé

FABLE OF THE ANIMAL SCHOOL

Once upon a time, the animals decided they must do something heroic to meet the problems of "a new world," so they organized a school.

They adopted an acitivity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer, all the animals took all the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made passable grades in flying. But he was very poor in running. Since he was so slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his webbed feet were badly torn and he slipped down to only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running but he had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where the teacher made him start from the ground up, instead of from the tree top down. He also developed a Charley horse from overexertion and then made a C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all others to the top of the tree, but insisted in using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well also run, climb, and fly a little, had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.